

*Professional-Technical Education # 355*

*Technical Committee Report  
and Curriculum Guide*

*for*

*Adult Living*



*This report was prepared by the  
Idaho Division of Professional-Technical Education  
Family and Consumer Sciences Education  
Boise, Idaho*

*August, 1999*

## INTRODUCTION

The curriculum development process undertaken by the Idaho Division of Vocational Education involves active participation of industry representatives and educators. For development of the Adult Living curriculum, where employability of students who complete this course is not a direct expected outcome, the majority of committee members were educators who have taught Adult Living and were recommended by their colleagues. Industry personnel were included as part of the committee where their expertise and opinions were required. The new Adult Living curriculum framework was developed by state staff and university personnel using the National Standards for Family and Consumer Sciences Education and the current Idaho Adult Living guide. The curriculum team wrote, reviewed and revised the curriculum framework. This report was prepared upon completion of the committee's assignment. The list of key competencies and performance indicators prepared by committee members reflects the knowledge and skills currently recommended for students in the Adult Living course. Students who complete this course will be better prepared to meet the challenges of living and working in today's society. **The unique focus for Adult Living is the relationship of youth, families and careers.**

The result of the work of the curriculum committee members is this statewide curriculum guide. These individuals have written overall outcomes, key competencies, and performance indicators. The committee prepared materials in a competency-based format to have an effective and efficient methodology for determining student progress. The statewide guides are designed as the primary determiner of the program content. It is not the intent of the State Division of Professional-Technical Education that all programs are designed exactly the same, but assurance is needed that the program meets the minimum standards for operation. Schools offering Family and Consumer Sciences Education should use advisory committees to reflect local and community needs.

The Curriculum Guide is also used as the primary list for generating student profiles. The profile is used as a cumulative record of each student's progress and serves as proof of instruction for articulation purposes. They have performance scales for each indicator so that student competence can be recorded.

## **ACKNOWLEDGEMENTS**

The curriculum committee process involved personnel from Idaho High Schools, business and industry, the University of Idaho, and the Idaho Division of Professional-Technical Education. These people serve with the approval of their employers. The Division of Professional-Technical Education provides reimbursement for travel and meal expenses. The Idaho Division of Professional-Technical Education is deeply appreciative of the opportunity to meet with these committee members and to their employers for permitting them to do so.

The following people gave their time, energy and expertise in the development of this course of study:

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## **ADULT LIVING**

### **COURSE DESCRIPTION:**

The Adult Living curriculum focuses on the young adult as an individual preparing for responsibilities in a home, family and work environment. The student will gain life management skills, utilize problem-solving methods, develop management processes, and practice employability skills. Adult Living is designed as two independent but sequential semester/trimester units recommended for 11th and 12th grade students. One semester/trimester will focus on life management skills and the second will focus on relationship skills.

### **IMPORTANT INFORMATION**

#### **Delivery of the Adult Living Curriculum**

It is recommended that this course emphasize full-class participation, teamwork, and individual projects and/or study. The teacher is the facilitator and the manager of the classroom environment. The focus is on problem-based instruction that is designed to enable and inspire students to plan and take actions for the well-being of self and others in the home, workplace, community and world. Students also practice action through participation in FCCLA, Family, Career, and Community Leaders of America, a co-curricular student organization that has the family as its central focus.

#### **Teacher Qualifications**

The teacher of this course must be vocationally certified in Family and Consumer Sciences Education. It is highly recommended that teachers have industry experience or a recent internship experience to gain knowledge about career opportunities in family and community service occupations.

#### **Length and Level of this Course**

This course is a one or two semesters/trimester experience preferably at the 11<sup>th</sup> or 12<sup>th</sup> grade level.

#### **Recommended Resources**

**Adult Living Activity/Resource Guide, 1999**

**Materials from the current curriculum material list for Family and Consumer Sciences.**

#### **Career Pathways**

This course is recommended for all students as the content helps students develop essential life skills and relationship skills necessary for living and working in a diverse, global society. Occupational areas related to the Adult Living curriculum would be in the Human Resources Career Pathway. Examples could include: education, child and family services, law, public administration, law enforcement and social and human services.

CURRICULUM FRAMEWORK

PROGRAM AREA: Family and Consumer Sciences

IDAHO DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

EFFECTIVE DATE: 8/99

PROGRAM TITLE: Adult Living I and II

IDAHO CODE NUMBER: FC 0301

CIP#:

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I. MAJOR CONCEPTS/CONTENT:

Adult Living addresses the specific needs of the older adolescent in the 11th and 12th grade. With the increasing need to become contributing adults, students must have the skills to function independently and as members of family and society.

II. COURSE DESCRIPTION:

The Adult Living curriculum focuses on the young adult as an individual preparing for responsibilities in a home, family, and work environment. The student will gain life management skills, utilize problem-solving methods, develop management processes, and practice coping skills. Adult Living is designed as two independent but sequential semester/trimester units recommended for 11th and 12th grade students.

III. INTENDED OUTCOMES:

After successfully completing this program, the student will be able to:

01. Examine and facilitate personal growth and development
02. Develop and maintain healthy relationships
03. Examine the impact of family and parenting roles on the well being of individuals and society
04. Develop personal and family resource management skills
05. Analyze and determine career options

## **Adult Living**

### **Scope & Sequence**

- ( %) 01. Examine and facilitate personal growth and development**
  - analyze conditions that influence growth and development
  - analyze strategies that promote personal growth and development
  - analyze the impact of self-concept on personal growth and development
  - analyze functions of individual wellness on personal growth and development
  
- ( %) 02. Develop and maintain healthy relationships**
  - analyze functions and expectations of various types of relationships
  - analyze personal needs and characteristics and their potential impact on relationships
  - demonstrate communication skills that contribute to positive relationships
  - evaluate conflict prevention and management strategies
  - demonstrate ethical standards that guide behavior in interpersonal relationships
  - develop an appreciation for diverse perspectives, needs, and characteristics
  - examine the dimensions of physical intimacy, sexuality, and responsibility
  - demonstrate teamwork and leadership skills in the family, workplace, and community
  
- ( %) 03. Examine the impact of family and parenting roles on the well being of individuals and society**
  - analyze strategies to manage multiple roles and responsibilities
  - analyze the reciprocal impact of individual and family participation in community activities
  - analyze the impact of the family as a system on individuals and society
  - analyze roles and responsibilities of parenting
  - examine parenting practices that maximize human growth and development
  - evaluate external support systems that provide services for parents/caregivers
  
- ( %) 04. Develop personal and family resource management skills**
  - demonstrate management of individual and family resources
  - analyze the relationships of the environment to family and consumer resources
  - analyze policies that support consumer rights and responsibilities
  - evaluate the impact of technology on individual and family resources
  - analyze interrelationships between the economic system and consumer actions
  - demonstrate management of financial resources to meet the goals of individuals and families across the life span
  
- ( %) 05. Analyze and determine career options**
  - demonstrate transferable and employable skills in community and workplace settings
  - explore Family and Community services pathways
  - employ decision making skills to career choices

**Adult Living  
High School (Grades 11-12)  
Family and Consumer Sciences**

**Curriculum Framework**

**01. EXAMINE AND FACILITATE PERSONAL GROWTH AND DEVELOPMENT**

**01.01 KEY COMPETENCY: Analyze conditions that influence growth and development.**

PERFORMANCE INDICATORS:

1. Investigate the impact of heredity and environment on growth and development across the life span
2. Examine the impact of social, economic, and technological forces on individual growth and development
3. Examine the effects of gender, ethnicity, and culture on individual development
4. Examine the effects of stress on individuals' physical and emotional development
5. Demonstrate crisis management and coping skills.

**01.02 KEY COMPETENCY: Analyze strategies that promote personal growth and development across the life span.**

PERFORMANCE INDICATORS:

1. Examine the role of nurturing on growth and development
2. Examine the role of communication on growth and development
3. Examine the role of support systems in meeting growth and developmental needs across the life span
4. Identify personal strengths and weaknesses
5. Examine the role of life philosophies in promoting personal growth and development
6. Formulate a personal philosophy of life

**01.03 KEY COMPETENCY: Analyze the impact of self-concept on personal growth and development.**

PERFORMANCE INDICATORS:

1. Examine theories of personality development
2. Examine ways that self-concept is influenced and impacts personal growth and development
3. Identify methods for building a positive self-concept
4. Examine responsibility for personal actions and behaviors
5. Examine the impact of values and goals on personal growth and development

6. Examine changes and trends regarding gender roles
7. Evaluate role changes that occur throughout the life span

**01.04 KEY COMPETENCY: Analyze functions of individual wellness on personal growth and development.**

PERFORMANCE INDICATORS:

1. Examine physical, emotional, social, psychological, and spiritual components of individual and family wellness
2. Examine the relationship between nutrition and wellness through the life span
3. Demonstrate skills in making healthy food choices
4. Assess the impact of diet fads, food addictions, and eating disorders on wellness
5. Establish positive wellness strategies
6. Examine the life-long impact of physical fitness on personal well being
7. Examine risk-taking behaviors and possible consequences
8. Develop lifelong personal wellness goals
9. Identify strategies to manage with stress
10. Assess the impact of suicide and depression on individuals and families



## **02.0 DEVELOP AND MAINTAIN HEALTHY RELATIONSHIPS**

### **02.01 KEY COMPETENCY: Analyze the functions and expectations of various relationships.**

#### PERFORMANCE INDICATORS:

1. Identify different types of relationships experienced by individuals
2. Describe how relationships can enhance life
3. Examine strategies for building, maintaining and ending relationships
4. Explore issues related to death and dying
5. Explore physical, emotional, and intellectual components of relationships
6. Explore factors that contribute to healthy and unhealthy relationships
7. Explore methods for handling unhealthy relationships
8. Practice skills to develop healthy relationships
9. Develop stress management for family, work, and community settings
10. Examine the dimensions of love and commitment
11. Describe the process of establishing trust and rapport in relationships

### **02.02 KEY COMPETENCY: Analyze personal needs and characteristics and their impact on relationships.**

#### PERFORMANCE INDICATORS:

1. Analyze the impact of values on relationships
2. Assess the impact of personal needs on relationships
3. Examine the effect of self-esteem and self-image on relationships
4. Evaluate the impact of life span events and conditions on relationships
5. Explain the impact of personal standards and conduct on relationships

### **02.03 KEY COMPETENCY: Demonstrate communication skills that contribute to positive relationships.**

#### PERFORMANCE INDICATORS:

1. Examine the effect of communication styles on relationships
2. Demonstrate nonverbal behaviors and attitudes that contribute to positive and negative communication
3. Demonstrate verbal skills to enhance communication
4. Demonstrate effective listening and feedback techniques
5. Examine the roles and functions of communication in family, work, and community settings
6. Examine barriers to communication
7. Practice ethical principles of communication in family, community, and work settings
8. Examine the impact technology has had on communication

**02.04 KEY COMPETENCY: Evaluate conflict prevention and management techniques.**

PERFORMANCE INDICATORS:

1. Examine personal attitudes and behaviors regarding conflicts
2. Analyze similarities and differences among people regarding conflict prevention and management
3. Examine the role decision making and problem solving has in reducing and managing conflict
4. Practice nonviolent strategies that address conflict
5. Identify community resources that support conflict prevention and management
6. Examine sexual harassment
7. Develop effective strategies to address sexual harassment

**02.05 KEY COMPETENCY: Demonstrate ethical standards that guide behavior in interpersonal relationships.**

PERFORMANCE INDICATORS:

1. Describe ethical standards in the family, workplace, and community
2. Examine ethical behavior in family, workplace, and community settings
3. Examine opposing points of view regarding ethical issues
4. Apply ethical practices in family, work and community settings

**02.06 KEY COMPETENCY: Develop an appreciation for diverse perspectives, needs, and characteristics of individuals and families.**

PERFORMANCE INDICATORS:

1. Examine the impact of global interdependence on the need to appreciate diversity
2. Demonstrate an awareness of multiple diversities and their impact on individuals and families
3. Demonstrate respect for diversity in family, work, and community settings
4. Create an environment that facilitates and respects diversity

**02.07 KEY COMPETENCY: Demonstrate teamwork and leadership skills in the family, workplace, and community.**

PERFORMANCE INDICATORS:

1. Demonstrate strategies to motivate and encourage group members
2. Create strategies to utilize the strengths and limitations of team members
3. Demonstrate techniques that develop team and community spirit
4. Demonstrate ways to organize and delegate responsibilities
5. Create strategies to integrate new members into the team
6. Demonstrate processes for cooperating, compromising, and collaborating

7. Demonstrate teamwork skills in family, community and the workplace
8. Examine leadership skills that contribute to safe and healthy work and community environments

**\*02.08 KEY COMPETENCY: Examine the dimensions of sexuality, physical intimacy, and responsibility.**

PERFORMANCE INDICATORS:

1. Define human sexuality (physical, social, emotional, cultural, etc.)
2. Explain dating and courtship customs
3. Evaluate the aspects of a relationship concerning physical intimacy and sexual behavior and the accompanying choices
4. Explore how sexual behaviors can affect future goals
5. Explain the importance of making careful, responsible, and informed decisions about physical intimacy
6. Explore ways to handle sexual feelings and pressures
7. Develop assertive behavior skills toward sexual harassment and abusive situations

\* Include or adjust for school or community guidelines

**03. EXAMINE THE IMPACT OF FAMILY AND PARENTING ROLES ON THE WELL-BEING OF INDIVIDUALS AND SOCIETY**

**03.01 KEY COMPETENCY: Analyze strategies to manage individual, family, and career roles and responsibilities.**

PERFORMANCE INDICATORS:

1. Examine policies, issues, and trends in the workplace and community that impact individuals and families
2. Describe the impact of social, economic, and technological change on work and family dynamics
3. Analyze the impact of career decisions on balancing work and family roles
4. Develop life-long learning goals and leisure opportunities for family members
5. Develop a plan for achieving individual, family, and career goals
6. Examine family friendly employment opportunities

**03.02 KEY COMPETENCY: Analyze the impact of individual and family participation in school and community activities.**

PERFORMANCE INDICATORS:

1. Examine the role of family members in carrying out community and civic responsibilities
2. Design a plan for individuals and families to utilize skills in school and community activities
3. Develop skills that provide service to the community
4. Examine community resources and systems of support available to individuals and families
5. Examine the affect of public policies, agencies, and institutions on the family

**03.03 KEY COMPETENCY: Analyze the impact of family as a system on individuals and society.**

PERFORMANCE INDICATORS:

1. Describe the family as the basic unit of society
2. Assess the role of family in conveying societal expectations
3. Examine global influences on the family
4. Examine the role of family in teaching culture and traditions
5. Examine the impact of various stages of the family life cycle on relationships
6. Examine the role of family in developing independence, interdependence, and commitment of family members
7. Assess the impact of family change and transitions over the life span
8. Examine issues facing the aging population and the impact on families
9. Explore family and consumer science careers in assisting with the work of family

**03.04 KEY COMPETENCY: Analyze roles and responsibilities of parenting.**

PERFORMANCE INDICATORS:

1. Examine parenting roles across the life span
2. Examine expectations and responsibilities of parenting
3. Analyze consequences of parenting practices to the individual, family, and society
4. Identify the basic rights of children and parents
5. Analyze income potential vs. the financial responsibilities of parenting
6. Analyze personal readiness for parenting responsibilities
7. Examine societal conditions that impact parenting across the life span
8. Explore cultural differences in roles and responsibilities of parenting
9. Examine parenting of parents

**03.05 KEY COMPETENCY: Examine parenting practices that maximize human growth and development.**

PERFORMANCE INDICATORS:

1. Describe nurturing practices that support growth and development
2. Identify characteristics of quality parenting
3. Develop communication strategies that promote self-esteem
4. Assess various methods of guidance that enhance self-esteem
5. Analyze the effects of parenting styles and their effects on growth and development
6. Assess the impact of abuse and neglect on children and families
7. Identify methods of preventing abuse and neglect of children and aging adults
8. Develop criteria for selecting care and services for children and aging parents

**03.06 KEY COMPETENCY: Evaluate external support systems that provide services for parents/caregivers.**

PERFORMANCE INDICATORS:

1. Assess community resources and services available to families of children and aging adults
2. Evaluate community resources that provide opportunities related to parenting
3. Review current laws and policies related to parenting
4. Examine rights and laws related to aging adults

#### **04. DEVELOP PERSONAL AND FAMILY RESOURCE MANAGEMENT SKILLS**

##### **04.01 KEY COMPETENCY: Demonstrate management of individual and family resources.**

###### PERFORMANCE INDICATORS:

1. Apply and management skills to organize individual and family responsibilities
2. Analyze how economic conditions affect consumer decisions
3. Develop skills to provide safe and nutritious food for individuals and families
4. Demonstrate decision-making skills regarding purchasing, creating, and maintaining clothing
5. Examine housing and furnishing needs and choices
6. Identify basic costs for housing and furnishings
7. Examine the importance of health care in meeting the needs of individuals and family members
8. Evaluate decisions regarding individual and family member's recreational needs
9. Determine transportation needs and choices for individuals and families

##### **04.02 KEY COMPETENCY: Analyze the relationship of the environment to family and consumer resources.**

###### PERFORMANCE INDICATORS:

1. Determine individual and family responsibility to environmental trends and issues
2. Examine the effects of environmental trends and issues on families and future generations
3. Practice behaviors that conserve, reuse, and recycle resources
4. Assess environmental resources and services available to individuals and families

##### **04.03 KEY COMPETENCY: Analyze policies that support consumer rights and responsibilities.**

###### PERFORMANCE INDICATORS:

1. Analyze various consumer rights and responsibilities
2. Examine state and federal policies and laws providing consumer protection
3. Demonstrate consumer advocacy skills to support consumer rights and responsibilities
4. Examine information sources related to consumer rights
5. Apply consumer skills to purchases that meet individual and family needs and wants

**04.04 KEY COMPETENCY: Evaluate the impact of technology on individual and family resources.**

PERFORMANCE INDICATORS:

1. Explore the effects of changing technology on family and consumer decision-making
2. Assess the use of technology and its impact on quality of life
3. Develop skills for purchasing high tech consumer products

**04.05 KEY COMPETENCY: Analyze the interrelationships of the economic system and consumer actions.**

PERFORMANCE INDICATORS:

1. Examine individual and family roles in the economic system
2. Explore financial management practices that allow families to maintain economic self-sufficiency
3. Examine the principal of exchanging work or resources for income to buy goods and services
4. Identify various types of taxes that citizens must pay
5. Explore services provided by tax revenue

**04.06 KEY COMPETENCY: Demonstrate management of financial resources to meet the goals of individuals and families across the life span.**

PERFORMANCE INDICATORS:

1. Examine the need for personal and family financial planning
2. Examine the use of financial resources in making choices that satisfy needs and wants
3. Apply management principles to individual and family financial practices
4. Review personal and legal documents related to individual and family finances
5. Examine consumer credit responsibilities
6. Explore savings and investment alternatives
7. Examine insurance options

**05. ANALYZE AND DETERMINE CAREER OPTIONS IN FAMILY AND COMMUNITY SERVICES**

**05.01 KEY COMPETENCY: Demonstrate employable skills in community and workplace settings.**

PERFORMANCE INDICATORS:

1. Demonstrate job seeking and job keeping skills
2. Apply communication skills appropriate to community workplace settings
3. Examine the impact of changing technologies in the workplace and community
4. Develop leadership skills appropriate for the school, workplace, and community
5. Apply work ethics and professionalism in community and workplace settings

**05.02 KEY COMPETENCY: Explore Family and Community services pathways**

PERFORMANCE INDICATORS:

1. Identify occupations related to family and community services
2. Explore opportunities for employment and entrepreneurial endeavors
3. Examine education, training requirements and opportunities for family and community services career paths
4. Examine the impact of career choices on future opportunities
5. Examine potential career choices to determine the knowledge, skills, and attitudes required

**05.03 KEY COMPETENCY: Employ decision-making skills to career choices.**

PERFORMANCE INDICATORS:

1. Describe employment motivation and aspiration
2. Compare personal strengths and potential career choices
3. Analyze alternative career choices
4. Identify financial concerns that relate to career selection
5. Examine lifestyle choices related to career decisions



- Directions:** Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The numerical ratings of 3, 2, 1, and 0 are not intended to represent the traditional school grading system of A, B, C, D, and F. The descriptions associated with each of the numbers focus on level of student performance for each of the competencies listed below.
- Rating Scale:**
- 0 - No Exposure** - no information nor practice provided, complete training required.
  - 1 - Exposure Only** - general information provided with no practical application time, additional knowledge/skills required.
  - 2 - Moderately Competent** - has performed independently during the program, limited additional practical application and knowledge may be required.
  - 3 - Competent** - can apply content knowledge and skills independently with no additional practice.

**GGGG** 03.01 Analyze strategies to manage individual, family, and career roles and responsibilities

1. Number of Competencies Evaluated	_____
2. Number of Competencies Rated 2 or 3	_____
3. Percent of Competencies Attained (2/1)	_____
Letter Grade	
Instructor Signature _____	Date _____

**01.0 Examine and Facilitate Personal Growth and Development**

The student will be able to:

0 1 2 3

- GGGG** 01.01 Analyze conditions that influence growth and development
- GGGG** 01.02 Analyze strategies that promote personal growth and development across the life span
- GGGG** 01.03 Analyze the impact of self-concept on personal growth and development
- GGGG** 01.04 Analyze functions of individual wellness on personal growth and development

**02.0 Develop and Maintain Healthy Relationships**

The student will be able to:

0 1 2 3

- GGGG** 02.01 Analyze the functions and expectations of various relationships
- GGGG** 02.02 Analyze personal needs and characteristics and their impact on relationships
- GGGG** 02.03 Demonstrate communication skills that contribute to positive relationships
- GGGG** 02.04 Evaluate conflict prevention and management techniques
- GGGG** 02.05 Demonstrate ethical standards that guide behavior in interpersonal relationships
- GGGG** 02.06 Develop an appreciation for diverse perspectives, needs, and characteristics of individuals and families
- GGGG** 02.07 Demonstrate teamwork and leadership skills in the family, workplace, and community
- GGGG** 02.08 \*Examine the dimensions of sexuality, physical intimacy, and responsibility

**03.0 Examine the Impact of Family and Parenting Roles on the Well-Being of Individuals and Society**

The student will be able to:

0 1 2 3

**GGGG**

- 03.02 Analyze the impact of individual and family participation in school and community activities
- GGGG** 03.03 Analyze the impact of family as a system on individuals and society
- GGGG** 03.04 Analyze roles and responsibilities of parenting
- GGGG** 03.05 Examine parenting practices that maximize human growth and development
- GGGG** 03.06 Evaluate external support systems that provide services for parents/caregivers

**04.0 Develop Personal and Family Resource Management Skills**

The student will be able to:

0 1 2 3

- GGGG** 04.01 Demonstrate management of individual and family resources
- GGGG** 04.02 Analyze the relationship of the environment to family and consumer resources
- GGGG** 04.03 Analyze policies that support consumer rights and responsibilities
- GGGG** 04.04 Evaluate the impact of technology on individual and family resources
- GGGG** 04.05 Analyze the interrelationships of the economic system and consumer actions
- GGGG** 04.06 Demonstrate management of financial resources to meet the goals of individuals and families across the life span

**05.0 Analyze Career Options in Family and Community Services**

The student will be able to:

0 1 2 3

- GGGG** 05.01 Demonstrate employable skills in community and workplace settings
- GGGG** 05.02 Explore Family and Community services pathways
- GGGG** 05.03 Employ decision-making skills to career choices

\* Include, exclude or adjust for school or community guidelines